

STUDENT GUIDE

WORK EXPERIENCE PROGRAM



Saint Thomas Aquinas School
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Work Experience 15/25/35

Course Information Sheet

Prerequisites and Procedures

1. Students must complete HCS3000: Workplace Safety Systems prior to enrolling in Work Experience 15, 25, or 35.
2. Students enrolled in Knowledge and Employability programming may complete Workplace Readiness 10-4 in lieu of HCS3000: Workplace Safety Systems.
3. Work experience courses may be offered for variable credit options with a maximum of 30 credits awarded to a student:
4. Work Experience 15 (3 to 10 credits)
5. Work Experience 25 (3 to 10 credits)
6. Work Experience 35 (3 to 10 credits)
7. A maximum of 15 work experience credits can be counted toward the Alberta High School Diploma requirements. For additional information on diploma and certificate requirements, refer to Guide to Education: ECS to Grade 12.
8. Students may enroll in Work Experience 35 without having completed Work Experience 15 and/or Work Experience 25; however, as levels increase, students are expected to demonstrate skills at a higher level of proficiency, a more advanced skill set, or the ability to work effectively in a more complex or sophisticated environment.
9. Students enrolled in work experience require a course learning plan for each level (15, 25, or 35) with measurable goals and outcomes.
10. A student may not earn credits in work experience courses retroactively. A student must be enrolled in a work experience course that has been fully approved by an off-campus teacher before they can begin earning hours for credit.

Work experience levels, while not prerequisites to each other, are intended to be sequential. Therefore, it is important for schools to consider the level of work experience to initially enroll a student in. If a student enrolls in a higher-level work experience course (e.g., 25), that student cannot then enroll in a lower-level work experience course (e.g.,

If you are 16 years of age (September 1) or younger, a Parent/Guardian must consent to your Work Experience Course.

Students may receive an honorarium or a wage from their employer while completing their work experience.

COURSE LEARNING EXPECTATIONS

The learning expectations for this course are outlined in Alberta Education Program of Studies. These are available to you from Mr. Jeremy Cairns at your request, they are also available from the Alberta Education Website (<http://ednet.edc.gov.ab.ca>).

Work experience courses have both general and specific learning expectations. The general expectations are those that every student needs to meet to be successful as a worker. These relate primarily to work habits, self discipline, relationships, etc. Specific learning expectations are job site specific and are developed jointly by the student, employer/supervisor and the program coordinator.

ASSESSMENT

When the student has completed all required forms, logbook/timesheets on time, combined with indicators of reliability, positive attitude, enthusiasm, work habits; also based on site visits and interviews with employers and final evaluations have been received, a final mark will be assigned.

NOTE: No mark will be given until the student has completed the required hours and handed in the time sheets and evaluation forms.

Resume – 5%

All Necessary Forms Completed & Handed In – 5%

Employer Evaluation 1 – 30%

Employer Evaluation 2 – 35%

Self-Evaluation – 10%

Teacher Evaluation – 15%

WHAT DO EMPLOYERS/SUPERVISORS EXPECT FROM YOU?

THEY EXPECT:

PERSONAL MANAGEMENT

- 1) Positive attitude: optimistic outlook, friendly, cooperative, and desire to learn and work.
- 2) Positive habits: respectful, honest, fair, diligent, persistent, neat, appropriately groomed and dressed.
- 3) Industrious: Wants to work, attentive, focused, completes task, alert, listens carefully
- 4) Respects: Self- health, safety, relationships
Others – safety, civil, tolerant, courteous, kind
Property – own and others, uses properly, conserves, not wasteful
Environment – workplace cleanliness and safety, controls waste, pollution

TIME MANAGEMENT

Punctual, being there when expected, having patterns and structures that promote effectiveness and efficiency.

JOB MANAGEMENT:

- 1) Doing the job, you said you would do
- 2) Asking questions, seeking help
- 3) Work to best level of ability
- 4) Seeks help, admits to mistakes and considers making mistakes as a way of learning

PROCEDURES MANAGEMENT:

- 1) Completion of forms
- 2) Keeping log book up to date
- 3) Using comments and evaluations positively

TIPS TO AID YOU TO BECOME SUCCESSFUL IN YOUR ON-THE -JOB EXPERIENCE

THE INTERVIEW:

- 1) Report for your first interview a little before the appointment
- 2) Be clean and well groomed
- 3) Courtesy is most important. Remain standing until you are invited to sit down.
- 4) Wait until the interviewer opens the interview.
- 5) Respond frankly. Do be sure of your capabilities, but admit any deficiencies. (You are a student employee)
- 6) Ask questions about:
 - a) Your responsibilities
 - b) Hours of work
 - c) Name of employee, supervisor to whom you are assigned
 - d) Any special regulation
- 7) Express appreciation for the opportunity being offered.

HOURS OF WORK

Hours of work for senior high school off-campus education shall, at minimum, align with the Employment Standards Code with the additional expectations that

- due diligence is exercised to ensure that the health and safety of students is the primary focus for all off-campus education learning experiences
- parameters regarding student off-campus education work schedules are outlined in a school authority's off-campus policy and detailed in a student's work agreement
- the following hours of work recommendations must be taken into consideration in planning senior high school student's work schedule:

a standard work day of 8 hours per day for a student who is not attending classes at the same time as participating in an off-campus learning experience (e.g., one full semester is spent in off-campus work)

a maximum of 12 hours combined per day for a student who is attending classes at the same time as participating in an off-campus learning experience (e.g., attend classes for 6 hours and participate in off-campus learning experience for 6 hours)

a maximum of 40 hours of work per week for a student who is not attending classes at the same time as participating in an off-campus learning experience (e.g., one full semester is spent in off-campus work)

a maximum of 60 hours combined per week for a student who is attending classes at the same time as participating in an off-campus learning experience (e.g., attend classes for 30 hours and participate in off-campus learning experience for 30 hours)

OBSERVE ALL COMPANY REGULATIONS

Be particularly careful of safety regulations. Work safely at all times. A signed contract must be completed before you begin work. You are covered by Workers' Compensation after your contract is in effect. If an accident should occur, there is not Workers' Compensation without a contract. Contact Coordinator as soon as possible after the accident.

ERRORS

If you have made an error, report it to your supervisor immediately. It is a greater error to leave some problem to be resolved by a regular employee who has not been made aware of it.

CONFIDENTIALITY

Respect the confidential nature of information that comes your way. Cause no embarrassment to another person. Business information must remain a company matter. Do not repeat information or gossip to schoolmates, teachers, or other persons.

ATTITUDE

Apply yourself full-time to assignments given to you. Be certain you understand assignments and directions given in each. (Don't be afraid to ask for clarification of any hazy areas of assignments.) Observe how your job relates to those of others. Your attitude is always showing! Show respect – for yourself, others, property and the environment.

LEARN AS MUCH AS YOU CAN

Learn as much as you can about company policy and operations. Remember, you are going to report on your experience. You will also be earning credits for your performance lifelong learning. When it is convenient for your employer, ask questions. Most employers are interested in helping you.

REPORTING ABSENCES

You are required to report to your employer if you are ill or must miss work for any reason. Absences from work are serious and a "note" is not a sufficient excuse as it may be you are regarded as an employee during the work experience period and are considered to be a responsible adult person. Illness is often the only acceptable reason for absence. Phone your employer before you are due to start work.

TIME SHEETS

You will receive work experience time sheets. Complete on a daily basis. At the end of each week ask your supervisor on the job to sign the sheets. Return a copy of the time sheet to the work experience coordinator at school.

APPRECIATION

Say thank you to the employer and others who help you. Be proud of yourself as a worker whatever the job may be. Show it in how you dress and groom yourself, in punctuality and work habits, and in your attitude to employer and fellow employees.

REMEMBER: If you have any problems or concerns of any kind at your job site, contact your teacher coordinator.

SEE ATTACHED FORMS THAT NEED TO BE COMPLETED AND RETURNED

STUDENT CHECKLIST

FORMS NEEDED	COMPLETED
Career Transition Courses HCS3000- Pre-Requisite for Work Experience Credits	
Student Application Form	
Parental Consent Form and letter (If under 16 years of age)	
School/Employer Contract	Check with Employer
Monthly Timesheets- Activity Log	
Student Self Evaluation	
Certificate and a thank you letter for Employer at term's end	

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Dear Parent/Guardian:

Your son/daughter has been accepted into the Work Experience Program at Saint Thomas Aquinas School. Work Experience is a form of education that integrates classroom studies with a placement at an off campus work site.

Our school has had the opportunity to place students in excellent work sites that provide them with the opportunity to:

- Explore potential career choices
- Gain practical experience in a realistic work setting
- Ease the transition from school to work or post-secondary education
- Obtain references and contacts necessary to securing future employment

In order for your child to participate in work experience, your signature is required on a work agreement. It is important that you, as a parent or guardian, understand that the unique out-of-school aspect of this program necessitates a real commitment by the student. You have an important role in helping your child decide if they are ready to commit to the program. Once the decision is made you can continue to play an important role by encouraging your child to have a positive attitude toward work and to report to the job site as scheduled.

In this program, students will:

- Be monitored at the work site by a teacher-coordinator on a regular basis
- Not generally be paid for training site hours
- Be covered by Workers' Compensation
- Be granted credits upon successful completion of the program
- Be provided training and work assignments by a specified supervisor
- Be required to telephone the employer and the school, if absent from work
- Not be required to work on school holidays or examination days, but may work on such days, if an agreement is made by the student, teacher-coordinator and the employer supervisor.

If you have any additional questions or concerns, please do not hesitate to contact me.

Sincerely

Jeremy Cairns

**WORK EXPERIENCE
PARENTAL CONSENT FORM
(For Students 16 years or younger
Sept 1st of this school year)**

Parent's Name: _____ Telephone: _____
(Residence)

Address: _____ Telephone: _____
(Business)

Student's Name: _____ School: Saint Thomas Aquinas

I hereby consent to the above named student being placed in a registered workstation for the purpose of work experience.

I understand that: The school or the Board shall not be held liable or responsible for the student's transportation to and from the workstation.

There may be no remuneration.

Work and examinations missed in other classes must be completed.

The student will be expected to:

- 7) Be prompt and regular in attendance at work
- 8) Conform to company rules and regulations
- 9) Accept direction and assessments from authorized supervising personnel

Students may be withdrawn from a station at the request of the employer, by notice to the school teacher-coordinator.

Signature: _____ Date: _____

STUDENT APPLICATION

PERSONAL DATA (Please Print)

Last Name:	First Name:
Address:	Postal Code:
	Telephone: ()

OFF-CAMPUS EDUCATION PROGRAM

Please indicate three work site choices that you would prefer.

- a. _____
- b. _____
- c. _____

Do you have a specific place in mind? _____

If accepted into the program what method of transportation will you use to get to your place of employment?

Car ☐ Public Transportation ☐ Other ☐

EMPLOYMENT RECORD

Employer	Type of Work	Duration	
		From	To
1.			
2.			
3.			

Do you presently have a Part-time Job?

Yes ☐ No ☐

Are you willing to rearrange part-time job hours to accommodate off-campus education commitments?

Yes ☐ No ☐

Source: Adapted from materials supplied by the Calgary roman Catholic Separate School District No. 1

RELEVANT COURSES

Please list any courses you have taken that may be relevant to your work site choice.

EXTRACURRICULAR ACTIVITIES

List any extracurricular activities, volunteer work or outside organizations you are/were involved with.

Dates		Organization	Type of Involvement
From	To		
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

List special skills, courses, certificates, hobbies, interests, etc.

1. _____
2. _____
3. _____
4. _____

FUTURE PLANS

Please check off what your current plan is for after high school.

Work ☐ University ☐ Community College ☐ Apprenticeship ☐

Please describe your long-range career plans.

RATIONALE

Briefly explain why you are interested in the Off-campus Education program.

Student Signature

Parent(s) Signature

Date

SAMPLE – STUDENT SELF-EVALUATION

Student's Name: _____ Job Placement: _____

Instructions:

Evaluate your development of employability skills from this work-integrated learning course. A description of each of the employability skills is located on the back of this form. Not all of these skills will be applicable to you in all situations. Be honest with yourself.

Employability Skills	Excellent	Proficient	Adequate	Limited	Not Yet Demonstrated (ND) or Not Applicable (NA)
Verbal communication	I can communicate effectively with an engaging and confident tone.	I can communicate clearly with a well-considered tone.	I can communicate sufficiently with an appropriate tone.	My communication is incomplete and/or has an ineffective tone.	
Written communication	My writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.	My writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.	My writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics.	My writing has faltering control of correct sentence construction, usage, grammar, and mechanics.	
Willingness to learn	I effectively demonstrate learning.	I demonstrate learning.	I demonstrate a willingness to learn.	I do not demonstrate a willingness to learn.	
Self-confidence	I consistently demonstrate self-confidence.	I usually demonstrate self-confidence.	I sometimes demonstrate self-confidence.	I rarely demonstrate self-confidence.	
Ability to set and obtain goals	I effectively set goals and obtain them.	I set goals and obtain them.	I set goals and sometimes obtain them.	I rarely set goals and rarely obtain them.	
Accountability for actions	I am consistently accountable for my actions.	I am usually accountable for my actions.	I am sometimes accountable for my actions.	I am not accountable for my actions.	
Personal ethics (honesty, etc.)	I always demonstrate personal ethics.	I reliably demonstrate personal ethics.	I usually demonstrate personal ethics.	I do not demonstrate personal ethics.	
Initiative	I effectively take initiative.	I usually take initiative.	I sometimes take initiative.	I do not take initiative.	
Ability to think critically	I effectively demonstrate the ability to think critically.	I usually demonstrate the ability to think critically.	I sometimes demonstrate the ability to think critically.	I do not demonstrate the ability to think critically.	
Effective technology use	I effectively use technology.	I am able to use technology.	I can use some technology.	I cannot use technology.	
Creativity	I am very creative and able to use it to benefit the workplace.	I am creative and use it to contribute to the workplace.	I am sometimes creative and it could be of benefit to the workplace.	I am not creative in the workplace.	
Performs tasks safely	I always perform tasks safely.	I consistently perform tasks safely.	I usually perform tasks safely.	I sometimes perform tasks safely.	
Respectful of diversity	I always demonstrate attitudes that show a respect for diversity.	I consistently demonstrate attitudes that show a respect for diversity.	I usually demonstrate attitudes that show a respect for diversity.	I do not demonstrate attitudes that show a respect for diversity.	
Cooperative (a team player)	I am able to cooperate effectively with my workplace team.	I am able to cooperate most of the time with my workplace team.	I am able to cooperate some of the time with my workplace team.	I do not cooperate with my workplace team.	

OVERALL RATING	Excellent	Proficient	Adequate	Needs Improvement

One area where I made improvement in my placement can be shown by: _____

One area where I think I could make further improvement in future jobs: _____

Student's Signature

Supervisor's Signature

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Saint Thomas Aquinas School

Self Self-Evaluation

Once you have completed the total amount of hours necessary for Work Experience, submit this form to Mr. Cairns. You can only be granted credits if this form and Employer Evaluation Form are returned.

Student _____

Job Placement: _____

Total Hours Worked: _____

Level of Work Experience: 15 25 35 (Circle One)

For each statement, provide some written comments. Remember that a "self evaluation" is what you think of what you did. Be honest with yourself.

At the start of each day at the work site, I took steps to find out what was expected of me for that day.

I took pride in my work, and I always tried to do my best.

Once a task was assigned to me, I was able to work without supervision, although I may have had to ask for clarification or assistance.

If nothing had been assigned to my supervisor or I finished early, I found something worthwhile to do.

I learned to accept criticism about my work or efforts without being personally hurt. When criticism was made, I did not blame someone else or the fact that the instructions may have been unclear.

I was enthusiastic and tried to convey the impression that I like what I was doing.

I recognized that my attendance at the work site was important and that people were counting on me to be there.

If absent, I contacted my job placement.

Specify the one area where you think that you made the most improvement during your placement.

Specify one area where you think that you could make further improvement.

Off-Campus Education Guide, 1997
Alberta Education, Alberta, Canada

SAMPLE – MONTHLY TIMESHEET

Off-Campus Education Program Time Sheet

Student Name: _____ Month/Year: _____

Employer: _____

To be signed by your employer and handed in to your off-campus teacher on the first school day of the following month.

DATE	Time In	Time Out	# Hours Worked	Description of Work Activity
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
Total Hours This Month				
Previous Month's Hours				
Total Hours				

For employer to complete (preferably with a conversation): The student's overall performance this month was ... Excellent ☐ Very Good ☐ Satisfactory ☐ Unsatisfactory ☐

Employer Supervisor's Signature: _____

Student's Signature: _____